



Appendix C

The Career Development Process

The career development process has been addressed by educators in much of the literature. This chapter reflects the thinking of multiple groups on the local, state and national levels. It is important to bear in mind that career development is a continuing process. Career development models are available at the national level. New Jersey piloted the National Career Development Guidelines (NCDG), which were adopted in 1989 by the National Occupational Information Coordinating Committee (NOICC). These guidelines represent the consensus of a collaborative group of state and professional associations, as well as national leaders, practitioners, and career development experts. The National Standards for School Counseling Programs, adopted in 1997 by the American School Counselor Association, promote and enhance student learning through academic development, career development, and personal/social development.

National Career Development Guidelines

In recent years, consensus around the provision of comprehensive and effective guidance and counseling for youth has coalesced around the National Career Development Guidelines. The guidelines emphasize three primary features of the career development program: content, process, and structure.

Content

According to the NCDG, the content of the career guidance and counseling program is defined by the state or local standards organized around three broad areas: self-knowledge, educational and occupational exploration, and career planning. To show the extent to which the cumulative progress indicators from the first New Jersey Cross-Content Workplace Readiness Standard align with national guidelines, the cumulative progress indicators are categorized by self-knowledge, educational and occupational exploration, and career planning categories in Table C.1. Keep in mind that the New Jersey cumulative progress indicators represent what students should know and be able to do by the time they complete high school.

Table C.1

NCDG CROSSWALK FOR STANDARD 1

NEW JERSEY CROSS-CONTENT WORKPLACE READINESS

STANDARD 1: All students will develop career planning and workplace readiness skills.

| | | |
|--|------|--|
| Self-Knowledge | 1.1 | Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others. |
| | 1.2 | Describe the importance of personal skills and attitudes to job success. |
| | 1.3 | Identify career interests, abilities, and skills. |
| | 1.11 | Demonstrate skills and attitudes necessary for a successful job interview. |
| | 1.12 | Demonstrate consumer and other financial skills. |
| Educational and Occupational Exploration | 1.5 | Identify skills that are transferable from one occupation to another. |
| | 1.7 | Describe the importance of academic and occupational skills to achievement in the work world. |
| | 1.8 | Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment. |
| Career Planning | 1.4 | Develop an individual career plan. |
| | 1.6 | Select a career major and appropriate accompanying courses. |
| | 1.9 | Identify job openings. |
| | 1.10 | Prepare a resume and complete job applications. |

Process

Various strategies are used to deliver the program content. Ideally, a range of people such as teachers, counselors, employers, and other community members are involved in the process and deliver these strategies at different points in a student's educational career, according to Nancy Perry in *How Do We Design a Comprehensive Career Guidance and Counseling Program?*, the National Career Development Guidelines include the following strategies or elements of a successful career development program:

- ▶ **Outreach** to students about the career guidance and counseling services available at the school.
- ▶ **Instruction** such as group activities and career related instruction that is integrated into academic instruction to help student acquire career development competencies.
- ▶ **Counseling** between individuals or small groups and a professional counselor to explore issues related to personal and career development.



- ▶ **Assessment** to help students gain an understanding of their individual skills, abilities, interests, achievements, and needs.
- ▶ **Career Information** resources such as computer-based career information, print materials, and videos to give students current and unbiased information.
- ▶ **Work Experience opportunities** for students in actual work settings.
- ▶ **Placement resources** are organized so that students are given the assistance they need to make successful transitions to work and/or postsecondary education.
- ▶ **Consultation** of career guidance specialists and counseling resources to provide information to staff, administrators, teachers, employers, parents, and others to expand the level of support that students are able to receive.
- ▶ **Referral** to encourage contact and cooperation with outside organizations to offer additional services needed by students.
- ▶ **Follow-up** that maintains long-term contact with students to determine the effectiveness of career-related decisions.

Structure

The National Career Development Guidelines recommend the following elements of a strong organizational structure to enable the successful delivery of the program processes listed above:

- ▶ **Leadership** support for the counselor and career development specialists.
- ▶ **Management** support to organize program planning, clarify staff roles and responsibilities, secure resources, and monitor program delivery.
- ▶ **Personnel** such as other staff and community resource persons to help link students and schools with other organizations.
- ▶ **Facilities** including adequate space, materials, and equipment to deliver quality career guidance and counseling.
- ▶ **Resources** to purchase materials, equipment, and other items.

The National Career Development Guidelines provided a strong foundation for New Jersey's Cross-Content Workplace Readiness standards and indicators. For comparison, Table C.2, a chart of the NCDG by area and level, follows. Note that the National Career Development Guidelines competencies were organized by educational level: elementary, middle/junior high school, high school, and adult.

Table C.2

NCDG COMPETENCIES BY AREA AND LEVEL

| | Elementary | Middle/Junior High School | High School | Adult |
|---|--|--|--|---|
| Self-Knowledge | <p>Knowledge of the importance of self-concept</p> <p>Skills to interact with others</p> <p>Awareness of the importance of growth and change</p> | <p>Knowledge of the influence of a positive self-concept</p> <p>Skills to interact with others</p> <p>Knowledge of the importance of growth and change</p> | <p>Understanding the influence of a positive self-concept</p> <p>Skills to interact positively with others</p> <p>Understanding the impact of growth and development</p> | <p>Skills to maintain a positive self-concept</p> <p>Skills to maintain effective behaviors</p> <p>Understanding developmental changes and transitions</p> |
| Educational and Occupational Exploration | <p>Awareness of the benefits of educational achievement</p> <p>Awareness of the relationship between work and learning</p> <p>Skills to understand and use career information</p> <p>Awareness of the importance of personal responsibility and good work habits</p> | <p>Knowledge of the benefits of educational achievement to career opportunities</p> <p>Understanding the relationship between work and learning</p> <p>Skills to locate, understand, and use career information</p> <p>Knowledge of skills necessary to seek and obtain jobs</p> | <p>Understanding the relationship between educational achievement and career planning</p> <p>Understanding the need for positive attitudes toward work and learning</p> <p>Skills to locate, evaluate, and interpret career information</p> <p>Skills to prepare, to seek, obtain, maintain, and change jobs</p> | <p>Skills to enter and participate in education and training</p> <p>Skills to participate in work and life-long learning</p> <p>Skills to locate, evaluate, and interpret career information</p> <p>Skills to prepare, to seek, obtain, maintain, and change jobs</p> |



Table C.2

NCDG COMPETENCIES BY AREA AND LEVEL

| | Elementary | Middle/Junior High School | High School | Adult |
|---|---|--|--|---|
| Educational and Occupational Exploration | Awareness of how work relates to the needs and functions of society | Understanding how work relates to the needs and functions of the economy and society | Understanding how societal needs and functions influence the nature and structure of work | Understanding how the needs and functions of society influence the nature and structure of work |
| Career Planning | <p>Understanding how to make decisions</p> <p>Awareness of the interrelationship of life roles</p> <p>Awareness of different occupations and changing male/female roles</p> <p>Awareness of the career planning process</p> | <p>Skills to make decisions</p> <p>Knowledge of the interrelationship of life roles</p> <p>Understanding the continuous changes in male/female roles</p> <p>Understanding the process of career planning</p> | <p>Skills to make decisions</p> <p>Understanding the interrelationship of life roles</p> <p>Understanding the continuous changes in male/female roles</p> <p>Skills in career planning</p> | <p>Skills to make decisions</p> <p>Understanding the impact of work on individual family life</p> <p>Understanding the continuing changes in male/female roles</p> <p>Skills to make career transitions</p> |

Source: <http://www.noicc.gov/files/ncompet.html> (November 11, 1999).

National Standards for School Counseling Programs

The American School Counselor Association has also adopted standards, which are included Table C.3. The association's National Standards for School Counseling Programs address and support aspects of the CCWR (e.g., safety and self-management).

Table C.3

ASCA NATIONAL STANDARDS

AMERICAN SCHOOL COUNSELOR ASSOCIATION NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

OVERVIEW

The purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, the School Counseling Program facilitates Student Development in three broad areas: Academic Development, Career Development, and Personal/Social Development. The following chart describes the standards for each area.

Chapter 4 Academic Development

- Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Chapter 4 Career Development

- Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B:** Students will employ strategies to achieve future career success and satisfaction.
- Standard C:** Students will understand the relationship between personal qualities, education and training, and the world of work.

Chapter 4 Personal/Social Development

- Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C:** Students will understand safety and survival skills.

Source: Chari Campbell and Carol A. Dahir, *Sharing The Vision: The National Standards for School Counseling Programs*, 1997.